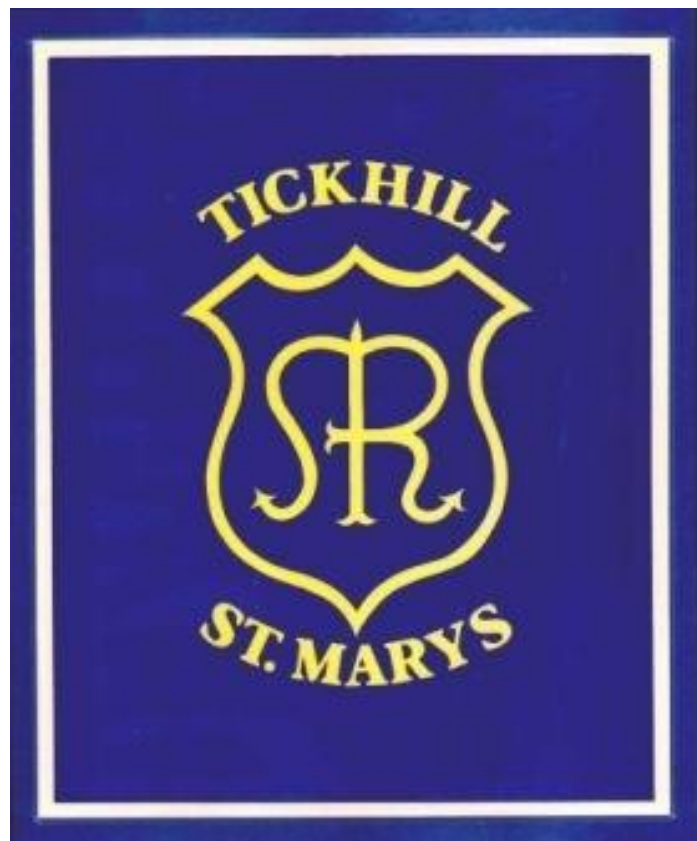


# St Mary's C.E. Primary and Nursery School



## Single Equality Policy

*Growing together, learning together*

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### **Monitoring and Review**

It is the responsibility of our governing body to agree and monitor our policies. The Curriculum and Standards Team has this responsibility, though the day to day management of it is devolved to the Head Teacher.

As with all our policies, this was developed following a period of practice and consultation before being presented for Governors' consideration.

Staff: February 2024

Governors: February 2024

*JMSanderson*

### **Mission Statement**

*'Here at St Mary's Church of England Primary School, through our Christian values, we aspire to nurture and educate the whole child: caring for their well-being, celebrating their individual talents and abilities whilst encouraging them to become lifelong learners. It is our aim that children, parents and school staff should work together towards this end.'*

### **Equal Opportunities**

At Tickhill St Mary's School we are committed to giving all our children every opportunity to achieve the highest of standards. We acknowledge the right of every individual to be treated fairly and with respect regardless of appearance, age, race, gender identity, background, creed, attainment, ability or sexual orientation. We aim to fulfil this ideal through our policies and practice.

### **Christian Ethos**

Tickhill St Mary's School is a Church of England School and, as such, we ensure that the Christian ethos is central to all our policies and practice.

### **Safeguarding Statement**

St Mary's Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment.

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- Appendix 1: Flowchart: Responding to and reporting discriminatory incidents

This policy will underpin all other policies within our school and should be read in conjunction with Tickhill St. Mary's School's Special Educational Needs policy, Safeguarding policy and Anti-Bullying policy.

Below is a list of legislation that we as a school used as our guidance when preparing this policy.

- The Equality Act (2006) amended the requirements of the Equal Pay Act 1970 (and the Sex Discrimination Act)
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The Employment Equality (sexual orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003

### **Background Information**

The Equality Act 2010, which came into force on 1<sup>st</sup> October 2010, replaces the existing anti-discrimination laws with a single Act, this policy therefore brings together our previous policies on Equal Opportunities, Race, Disability and Gender and now protects children, staff and parent/carers from discrimination, harassment and victimisation based on all Protected Characteristics (Race, Disability, Sex, Religion or belief, Sexual orientation and Gender reassignment) NB: Age is now also a protected characteristic but does not apply to children in school. It does however still apply to staff and parent/carers.

Tickhill St Mary's School aims to create an ethos that is friendly and caring where individuals effort and achievement is valued and where everybody is made to feel part of a team. We want our children to grow in confidence and develop a sense of self-discipline and self-esteem within a secure and stimulating environment, where there is respect for each other, for the school and the local community and for the world in which we live.

Tickhill St Mary's School is committed to ensuring that we do not discriminate against anyone, be they adult or child, on the grounds of their race, nationality, disability or special educational need, gender, age, sexual orientation and religion/belief and this covers both direct and indirect discrimination..

### **Intention**

We intend to:

- Celebrate the diversity of our community and show respect for all minority groups
- Provide a supportive, inclusive and empowering learning environment for all children and adults

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Tickhill St Mary's School is committed to ensuring equality of education and opportunity for all children, staff and parent/carers, irrespective of:

- Gender
- Sexuality
- Race, colour, ethnic or national origins, faith, religion or those who need support to learn English as an Additional Language (EAL)
- Pupils who are new to the United Kingdom
- Disability/health/medical or special educational needs
- Age
- Attainment including those who are gifted or talented
- Socio-economic background
- Being in public care
- Attendance concerns
- Risk of disaffection or exclusion
- Vulnerability
- Change schools frequently

We aim to develop a culture of inclusion and diversity in which all those connected to Tickhill St Mary's School feel proud of their identity and able to participate fully in school life. Our attitude towards gender and uniform are neutral allowing equal opportunities for all. The achievement of all children will be monitored / tracked and we will use this data to support children, raise standards and ensure inclusive teaching and learning. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which respects all. We believe that diversity is a strength, which should be respected and celebrated by all of those who learn at, teach in and visit Tickhill St Mary's School.

At Tickhill St Mary's School, the teaching and learning, achievements, attitudes and well-being of every child and adult are important. We follow the necessary regulations to ensure that we take the experiences and needs of our staff and children into account when planning for teaching, learning and pastoral care. We do not take educational inclusion for granted; we constantly identify those children who may be missing out, difficult to engage, or feel in some way to be apart from what we seek to provide. This enables us to promote tolerance and understanding in a diverse society and raises overall standards.

### **Objectives**

- To face equality issues openly, positively and effectively
- To promote attitudes and values that will ensure there is no discriminatory behaviour, prejudice or harassment – thoughtfulness, honesty, integrity, caring, kindness, responsibility, humility
- To promote the principles of fairness and justice for all
- To build a harmonious community underpinned by mutual respect, tolerance and good relationships
- To enable all to succeed and to overcome the barriers that get in the way
- To enable all to see themselves and others as equal citizens
- To encourage self-confidence and self-esteem

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- To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion
- To ensure appropriate training opportunities
- To ensure that within the school budget funding is available to underpin the policy

### **Teaching and Learning**

- Ensuring that all learners have equal access to a rich, broad, balanced, inclusive and relevant curriculum that allows for a range of different learning styles
- Use contextual data to improve the ways in which we provide support to individuals and groups of children
- Monitor achievement data by gender, ethnicity, special educational needs, disability and action any gaps
- Take account of the achievement of all children when planning for future learning and setting challenging targets
- Ensure that all children take a full and active role in school life
- Use materials that reflect the diversity of the school
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and promote the principles of fairness and justice for all
- Plan and teach about different families, same love in an age appropriate way
- Seek to involve all parents/carers in supporting their child's education
- Have high expectations for all the school community and help them to be fulfilled
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures
- Recognise and value bilingualism
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom based approaches appropriate for the whole school which are inclusive and reflective of our pupils

### **Roles and Responsibilities**

#### **Senior Leadership**

- It is the role of the Senior Leadership (Head Teacher and Assistant Head Teacher) to implement the Single Equality Policy to be supported by all staff
- It is their responsibility to ensure that all staff are aware of the Single Equality Policy and that staff apply these guidelines fairly and in all situations
- The Senior Leadership Team, together with relevant Governors, will ensure that all recruitment selection gives due regard to this policy so that no-one is discriminated against when it comes to employment or training opportunities
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- Senior Leadership treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

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- Provision will be made for SEN children and teaching assistants will be assigned to classes where the need arises
- The school has disability access to the ground floor and disabled toilets are available in both Key Stage 1 and 2
- All potential students will be treated equally. Our admissions arrangements are fair and transparent and do not discriminate on race, gender or disability
- Exclusions will be based on the School's Exclusions Policy. Exclusions will be monitored to avoid any adverse impact and ensure any discrepancies are identified and dealt with.

The role of staff: teaching and non-teaching

*It is the responsibility of **all** staff to foster and facilitate the policy by creating a welcoming environment for all children and visitors to Tickhill St Mary's School. They must endeavour to establish an atmosphere within the school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose in society, no matter what their cultural background, gender or ability.*

- Teacher enthusiasm is a vital factor in achieving high levels of motivation and good results from children
- Adults in the school will try to provide good positive role models in their approach to all issues relating to equality
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Teachers will be made aware of the faiths, cultures, religions of the children within their class – they are responsible for encouraging the celebration of these faiths, cultures and religions appropriately
- Planning reflects our commitment to equality in all subject and cross curricular themes promote positive attitudes - differentiation and extension will be clearly demonstrated to provide equality for all levels of achievement
- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy
- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images
- All staff will challenge and follow clear procedures when confronting any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the lead member of staff.

The role of children

*It is the right of every child irrespective of race, culture, class, gender, special needs or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.*

- Children will be made aware of the school's expectations through PSHE lessons, Worships, and circle times; their views and ideas will be taken into consideration

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- Children will be encouraged to treat each other with respect and report discriminatory incidents or behaviour

#### Partnership with Parents/Carers

We have a continuing commitment to parents and carers from different cultural or religious backgrounds, single parent families and those with disabilities to ensure they are treated with equality, respect and fairness. Parents will be made aware of the Single Equality Policy through visiting the school website ([www.tickhillstmary.co.uk](http://www.tickhillstmary.co.uk)) and the prospectus. A copy will be made available on request.

- Parents/Carers are expected to treat members of our community with respect, equality and fairness
- We provide a welcoming atmosphere and encourage parent participation in various aspects of school life
- Staff are expected to be flexible in the timing of parent-teacher meetings
- Newsletters, letters home and notices keep parents involved in all aspects of the school
- The PTA encourages parents to become more involved in school life

#### Equal Opportunities for Staff

- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law

#### Types of Incident

Types of discriminatory, harassment or bullying incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing discriminatory badges or T shirts
- Bringing discriminatory material to school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Ridicule of an individual for differences e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

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**Monitoring and Evaluation**

The school internal tracking system will be used to track the progress and attainment of children and groups of children to obtain information on whether our equality policy and practise is effective.

- Monitoring the progress of children of minority groups and comparing it to the progress and by other children in the school
- Monitoring the staff appointment process, so that no-one applying for a post at the school is discriminated against
- Monitoring the school Behaviour and Exclusions Policy
- Taking into consideration any complaints regarding Equal Opportunity issues from parent/carers, staff or children

